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FIAE Chapter 12

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Chapter 12 in FIAE discusses the 100-point and the 4-point scale in greater detail. The chapter focuses on how the scales while not congruent, are not that different and can be used together to formulate a grade. The author also discusses rubrics and how they impact the grade rating. The book notes that grades will be accurate without the use of a rubric, but also mentions that the rubric will help eliminate questions and also give a clear set of instructions for the student and the teacher. The chapter closes with a discussion on utilizing a larger scale and if that would be more effective than a simple 4-point scale. The chapters key point regarding this aspect is that utilizing a larger scale will remove the focus from the 4.0=A, 3.0=B, and downward perspective and focus the attention on the attainment. The author also introduces the concept of utilizing other phrasing for grades below a C or a D or replacing the grading scale all together and replacing it with phrases that will better describe a student’s progress.

Chapter 12 discusses the grading scale in greater depth and broaches a new subject, the utilizing of words instead of grades. I think this would allow a more relaxed approach to grading in which there can be productive conversation without the high levels of stress and anxiety from both the teacher and the student. Grades, grading scales, and student achievement are all areas where teachers are going to feel high levels of anxiety and stress. Our jobs as teachers, as I see it, is to ensure that our students are given every opportunity to achieve the highest level of understanding and their work and grades will reflect that. We have to be confident that no matter what measure we utilize, the students will be judged in a fair and as unbiased a manner as possible.